DOCUMENT RESUME

ED 288 626 PS 016 958

AUTHOR Branca, Ronald A.
TITLE Improving Communication Skills of Childcare Workers in a Maximum Security Juvenile Detention Center.
PUB DATE 87
NOTE 56p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adolescents; *Child Caregivers; *Communication Skills; *Correctional Institutions; Delinquency; *Discipline; Inservice Education; *Listening Skills; *Program Improvement
IDENTIFIERS *Juvenile Justice System

ABSTRACT

This practicum addressed the need to reduce the number of verbal altercations and consequent disciplinary actions occurring between detained youth and the child care staff at a maximum security juvenile detention center. Observations of verbal interaction between detainees and staff, pre-practicum testing, and staff's self-reports revealed poor communication among staff. Practicum goals were to: (1) reduce the number of unnecessary discipline actions resulting from poor communication skills; (2) improve listening skills of staff interacting with children; and (3) increase the overall quality of communication between staff and children. In addressing these goals, the practicum instituted a series of inservice training sessions which focused on understanding the goals of misbehavior, redirecting negative emotions, listening actively, modifying behavior, identifying ego defenses, communicating nonverbally, controlling anger, and handling special communication problems. Specific techniques included role playing, use of practice dyads and triads, and "homework assignments." Evaluation data indicated that during the implementation period the active listening skills of the staff improved by 35 percent; overall communication improved by 17 percent; and the number of verbal altercations between child care staff and detainees decreased by 20 percent. An unanticipated outcome was the ancillary staff's request for inclusion in training sessions.(RH)

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## Improving Communication Skills of Childcare Workers in a Maximum Security Juvenile Detention Center

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NOVA UNIVERSITY

# Improving Communication Skills of Childcare Workers In A Maximum Security Juvenile Detention Center

by

Ronald A. Branca

Cluster XX

Practicum I Presented to the Ed.D. Program in
Early and Middle Childhood in
Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

PS 016958

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Samuel C. Miller Sr.

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This practicum report was submitted by Ronald A. Branca under the direction of the adviser listed below. It was submitted to the Ed.D Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

August 2, 1987
Date of Final Approval of Report

Polly Peterson, Ph.D.
Polly Peterson, Ph.D., Adviser

ACKNOWLEDGMENT

The writer gratefully acknowledges the assistance of Samuel C. Miller, Staff Training Officer at the Juvenile Detention Center which served as the setting for the practicum experience. Mr. Miller's coordination of staff work schedules, procurement of training space and materials, and willingness to assist whenever called upon, will always be appreciated.

Words of appreciation are also in order for the faculty and staff of Nova University who offered both encouragement and scholarly advise throughout the practicum process, and to those correctional workers and juvenile offenders who taught their instructor a great deal about the process and purpose of communication in a correctional setting.

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ABSTRACT

AUTHOR Branca, Ronald A.

TITLE Improving Communication Skills of Childcare Workers in a Maximum Security Juvenile Detention Center.

DATE August, 1987

DESCRIPTORS Juvenile Offenders/Counseling Techniques/Communication Skills/Listening Skills Training/Children in Detention/Helping Skills/Correctional Counseling

This practicum addressed the need to reduce the number of verbal altercations and resulting disciplinary actions occurring between detained youth and childcare staff within a maximum security juvenile detention center. Direct observation of detainee and childcare staff verbal interactions, pre-practicum testing, and staff self reports all revealed the presence of poor communication skills among childcare staff.

The practicum goals were: 1) to reduce the number of unnecessary discipline actions resulting from poor communication skills; 2) to improve staff listening skills when dealing with children; and 3) to increase the available overall quality of communication between childcare staff and detained children. In addressing these goals, the writer instituted a series of inservice training sessions which focused upon verbal and non-verbal techniques for communication enhancement, anger control procedures, and lectures pertaining to the "goals of misbehavior." Specific techniques included role playing, practice dyads and triads, and between session "homework assignments."

During the implementation period, the active listening skills of the staff improved by 35%, overall communication improved by 17%, and a 20% decrease in the number of verbal altercations between childcare staff and detainees was recorded. An unanticipated outcome was the request of ancillary staff (nursing, social service, etc.) to be included in the training sessions. Practicum results support the feasibility and efficacy of a communication skills training program for childcare staff in a maximum security juvenile detention facility.

# CHAPTER I

# INTRODUCTION

## Description of Community

The community setting for this practicum was the capital and largest city of a midwestern state. The southern third of the state was primarily rural with an economy based upon a mixture of agriculture and agrarian support industry. The central and northern regions of the state, while still heavily agricultural, held the state's largest urban areas, and reflected an economy emphasizing automotive manufacturing, pharmaceuticals, and data processing interests. The state contained 92 counties and a population of approximately 6,000,000.

The state capital was centrally located and held a population of 800,000. The primary ethnic groupings were Scotch-Irish, German, Italians, and Afro-Americans. The political climate was conservative, with a strong emphasis upon the "protestant" work ethic. Historically, the approach to both political and social problems had been through joint private/public sector initiatives with little support given to "outside" solutions to local problems.

While other large cities within the region and state had recently become part of the "rust belt" due to a shift from manufacturing to a service oriented economy, the capital city had been spared such a fate. In fact, the city was experiencing a sustained pattern of economic growth and revitalization. What was once described as a "sleepy midwestern town" (i.e. "a corn field with lights") had garnered national attention for its economic growth pattern and downtown building projects. The city had also invested

heavily in its image as an amateur sports center, hosting both national and international sporting events. It had also promoted itself as the home base for the state's professional football, basketball, hockey, and baseball franchises.

The city was served educationally by a state university, two large private universities, two small private colleges, and numerous vocational and technical training schools.

Rapid social change had accompanied the city's economic boom. The downtown area which traditionally housed the poor, the non-white, and the disadvantaged had slowly given way to high-rise apartment buildings, banks, hotels, upscale condominiums, and high priced restaurants and shopping malls. Such change halted the previous "white flight" trend toward the suburbs and began attracting the upwardly mobile toward the downtown area for both living and recreational purposes. It had also destroyed neighborhoods and displaced many of the less advantaged. A wide social and economic gap existed between the younger and more affluent professionals slowly returning to the inner city and the older, less advantaged, original inhabitants who had somehow managed to hold on despite the ever-pressing threat of the bulldozer. The new high tech economy brought with it high unemployment and lowered aspirations for the non-skilled and under-educated residents of the city. The economic changes reflected a downtown area more and more populated by wealthy professionals and business persons, surrounded by rings of "near downtown" poverty belts inhabited primarily by those unable to participate in the city's renaissance. The outskirts of the city continued to attract the suburbanite and more affluent members of the population. Thus the poor were sandwiched in between the new wealth of center city and the old affluence of the suburbs.

The immediate neighborhood surrounding the juvenile detention, which served as the practicum setting, was located in one of the near downtown "poverty belts". The area contained organized juvenile gangs, a high adult crime rate, and an even higher unemployment rate. The inhabitants of the neighborhood were primarily non-white. The area was also populated with numerous bars, store-front churches, and outreach social service centers. The 200 bed detention facility was part of the county juvenile court complex and had occupied its present location for the last 25 years. The center-court complex was supervised and administered by an elected Juvenile Court Judge.

The detention center was a maximum security institution which housed "non-status offense children" between the ages of seven and eighteen until the court adjudicated and determined the disposition of their charges before the Juvenile Court.

## Writer's Role and Responsibilities

The writer's position and role at the juvenile detention center was that of "volunteer consultant". He was trained as both a social worker and school psychologist and was familiar with the center and its staff through past volunteer efforts. He had also previously served as in-service trainer for the facility's social service staff.

The writer, during the practicum period, was directly responsible to the Director of Childcare and the agency's Staff Trainer. The Director of Childcare and her Staff Trainer both were supervised by the Assistant Superintendent and the Superintendent of the facility. The Superintendent reported directly to and was ultimately responsible to the Juvenile Court Judge.

CHAPTER II

STUDY OF THE PROBLEM

## Description of the Problem Situation

### Problem Statement:

Within the juvenile detention center population were numerous children who displayed verbally and physically aggressive behaviors in their interacting with childcare staff and the adult world in general. This pattern of behavior and communication represented a carry-over from the "streets" and the home environments in which the children were reared and spent much of their "free time". This communication style served various functional purposes outside of the center but was detrimental to the child and the childcare staff "inside" the center. The short-term gratification gained by children who engaged in such tactics had a high response cost often paid for by increased room confinement, loss of privileges, and negative staff reaction.

The behavioral and verbal communication style evidenced by many of the detained youth often appeared motivated by attempts to garner power or peer group prestige, if not the undivided attention of the childcare worker. For other children, especially those who were discouraged or who had simply given up, "revenge" or an expression of inadequacy seemed to be the general goal of their misbehavior and their inappropriate manner of expressing needs. The detained children had been frequently exposed to adult communication patterns that had been explosive in nature and aimed not so much at communication but to "prove a point" or defend a perception held by the adult that was being challenged by the detainee. The adults who had previously served as role models for the detainees had placed little if any emphasis upon the importance of such techniques as "reflection of feelings", "perception

checking", and "emphathetic understanding", or other qualities associated with positive communication skills.

Unfortunately, the Unit Supervisors (childcare workers) often responded to the verbal tactics of the detained children in a manner that reinforced the detainee's preconceived notions of adults in authority. Instead of lowering resistance, the untrained supervisors often aggravated the aggressive tendencies of the detainees. When faced with such responses from the childcare staff, the detainees resorted to the same tactics and verbal behaviors that proved functional outside the detention facility, namely, an emphasis upon "face saving" and peer group recognition for non-compliance and insubordination to center rules.

Once a Unit Supervisor became "locked into" a verbal struggle with a detained child, the likelihood of that child's receiving a loss of privilege was quite high. In addition, there was an inevitable increase in the level of tension noted within the living unit. Perhaps, more importantly, the child's preconceived notions of adults were once again "proven true" and the child was less likely to engage in any counseling or "talking" to other adults who may have been of potential benefit to the child.

Since communication is a two-way process, the lack of good communication skills on the part of the Supervisor also had a negative effect upon the Supervisor's own job performance and attitude towards the detainees. The Supervisor's preconceived notions and prejudices about detained children were frequently reinforced and reconfirmed. When this happened, it became easier for the Supervisor to view the detained child with whom he was in conflict as somehow being different from other children and, therefore, deserving of punishment and discipline.

It had been observed that Unit Supervisors who had the most verbal altercations and the poorest communication skills also tended to be among the less enthusiastic Supervisors in carrying out the routine responsibilities of their jobs. These Supervisors tended to demonstrate mediocre job performance and tended to complain of more stress related symptoms than their peers. The personnel turnover rate was higher for the poor communicators who reported little personal satisfaction from a job situation notorious for its low pay. Such disengagement and distancing from the children under their charge tended to increase the number of violent behavioral episodes occurring within the living units, as the Supervisors became less aware of potential crises situations and events. The low pay and high stress level of the Supervisor's job made it difficult for the administrative staff to attract better trained personnel. Thus the children were faced with a constantly changing group of Unit Supervisors which added to the instability of the living units and made it more difficult for the remaining staff to provide a safe and secure custody environment.

The communication practices that were being employed by many of the Unit Supervisors were creating a self-reinforcing cycle in which the emotional distance between childcare worker and child was needlessly increased as was the likelihood for continued power struggles, discipline measures, and damage to self-esteem.

In summary, the communication skills evidenced on the part of the Supervisors and children reflected their limited training and previous exposure to good communication practice. The Unit Supervisors (childcare workers) were communicating with detainees in a manner that appeared to increase the acting-out tendencies of the children. The pattern of poor communication inceased the number of incidences which required the child's being disciplined

in some manner. It also increased the level of tension within the facility. These behaviors seriously detracted from the provision of a safe and secure custody for the children.

Evidence of the Problem:

In order to prove that a communication problem existed between the direct childcare staff and the detainees at the detention center, a number of techniques and tactics were employed by the writer. The data gathering procedures included an attempt at direct assessment of the childcare worker's ability to engage in active or reflective listening, as well as the utilization of a self-evaluation checklist, and "external rater" assessment forms. In addition, in order to ascertain if any institutional procedure or policies were contributing to the communication difficulties, a review of the agency's discipline records was conducted in order to pinpoint any emerging pattern of verbal altercation or dysfunctional verbalizations occurring between workers and children.

It was the opinion of this writer that listening was the core skill in any interpersonal relationship and was of utmost importance in the process of communication. The question to be answered was, "How good at listening was the childcare staff?" To address this question and to form some type of baseline for possible future intervention strategies, the "Jones-Mohr Listening Test" (Form A) was employed. This instrument consists of a tape recording of six professional actors (three male and three female)delivering one of three different, emotional laden phrases or statements typical of every day conversation. The name of the intentional emotional state being communicated by the actor, along with three foils (wrong interpretations), was placed before the childcare workers. Their job was to decode the correct emotional content of the speaker's statement or question from the four emotions or feelings

listed on the scoring protocol. Each worker was allocated 20 seconds to choose an emotion by circling his choice on the presented protocol. A new statement and emotion was then presented to him.

Results of the administration of the Jones-Mohr are represented graphically, numerically, and evaluatively, on Tables I, II, and III. The listening skills of 20 of the 64 currently employed Unit Supervisors were sampled with this instrument. The results were rather startling in that 50% (N=10) were judged to be "poor" reflective listeners and interpreters, while 40% (N=8) were rated as only "fair". Only two (2) of the sampled twenty (20) workers were found to have good listening skills judged by their performance on this instrument. Based upon this large sample, there did appear to be a deficiency in reflective listening among a large segment of the childcare staff.

Since listening skills comprised only one component (albeit an important one) of good communication practices, the writer was interested in assessing other component areas of the communication process. This was done through communication of a five (5) point Likert-type Scale to be filled out independently by a childcare worker/Unit Supervisor and the facility's Staff Trainers. This "Communication Evaluation Checklist" contained statements pertaining to broad communication skills (i.e. "doesn't interrupt others") to which the childcare worker evaluated him- or herself along a five point continuum with one (1) being "poor" and five (5) being "good". For purposes of analysis, the five point scale was then collapsed into three categories of "poor", "average", and "fair" with checkmarks in boxes one and two reported in the "poor" category, box three assigned to the "average" category, and checkmarks in boxes four and five counted as "good". Table IV lists the results of the self-evaluation on the twenty childcare workers comprising the sample. Analysis of the results suggest that all workers saw their "commitment to listen" as

TABLE I

Results of Jones Moyer Listening Test

Form "A" Pre-Test

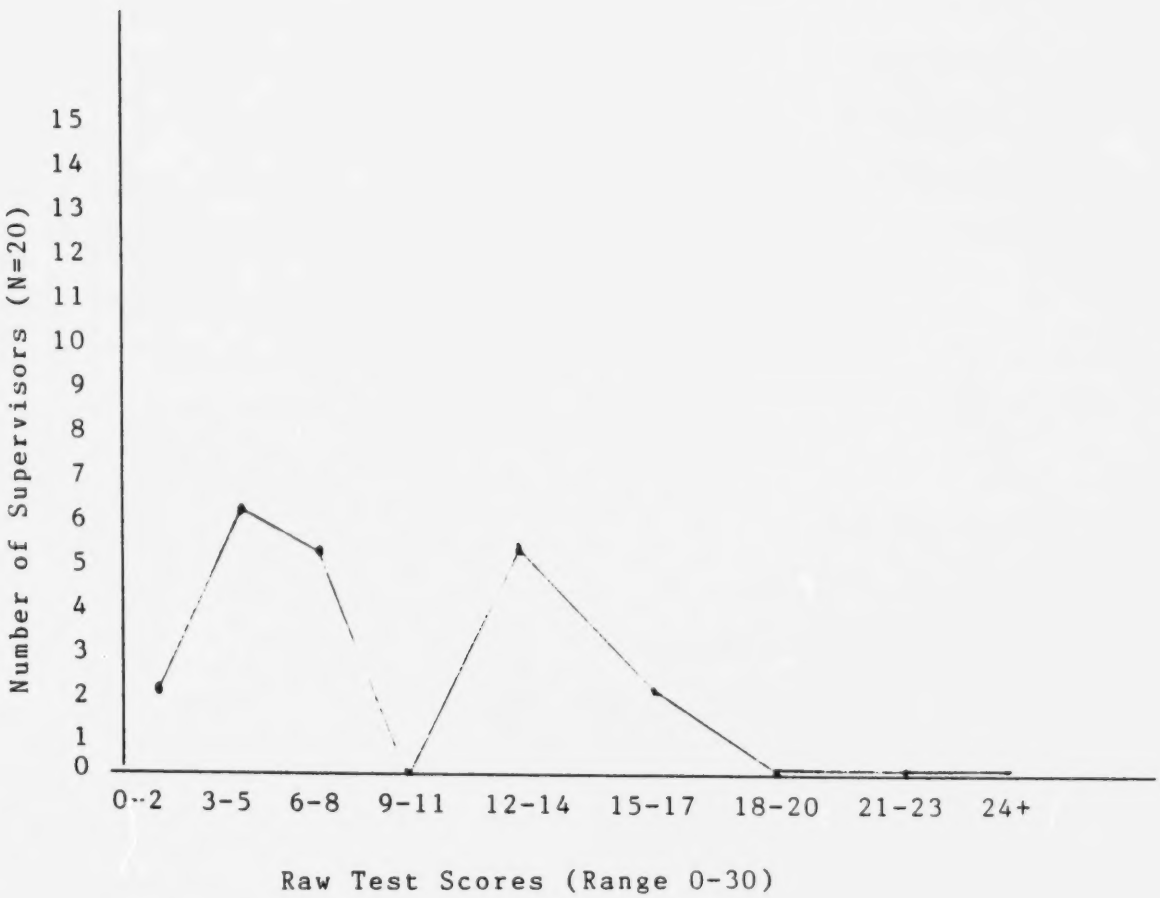


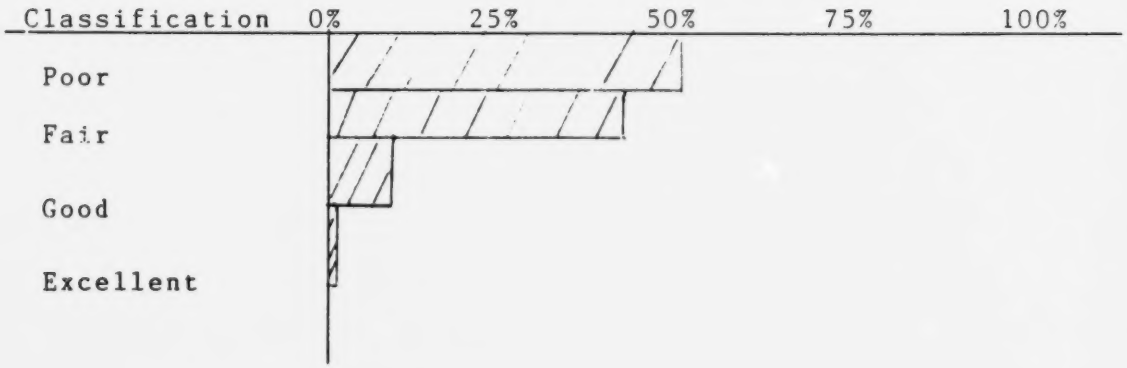
TABLE II

Evaluative Rating of Jones-Moyer Pre-Test

| Rating Category | Raw Score Range | # Indiv. | % of sample |
|---|---|---|---|
| Excellent | 23-30 | 0 | 0% |
| Good | 15-22 | 2 | 10% |
| Fair | 7-14 | 8 | 40% |
| Poor | 0-6 | 10 | 50% |

TABLE III

Classification of Supervisors Surveyed



TABLF IV

Results of Supervisors Self-Evaluation of Communication Skills

| Skill Category | % of Self Ratings N=20 | | |
|---|---|---|---|
| | Poor | Average | Good |
| Commitment to Listen | 0% | 15 % | 85% |
| Does Not Interrupt Others | 2% | 25% | 73% |
| Observes Body Language | 20% | 30% | 50% |
| Acknowledges Feelings of Others | 40% | 20% | 40% |
| Checks out Perceptions | 25% | 15% | 60% |
| Uses "I" Messages vs. "You" Messages | 40% | 20% | 40% |
| Frequent Use of Praise | 5% | 30% | 65% |
| Expresses Appreciation | 5% | 28% | 67% |
| Use of "How" or "What", Not "Why" Questions | 25% | 45% | 30% |
| Use of Negative Statements (Threats) | 20% | 60% | 20% |

average or above and saw themselves as a group as "not interrupting children needlessly" and as frequently expressing appreciation and praise towards children. These responses did indicate some self-expressed awareness of their short-comings in "acknowledging feelings of others" and a tendency for the staff to send "you" or blaming messages to children. However, since the latter two categories are "psychological" terms that were only briefly explained to the workers prior to their ratings, their scores may be more refelctive of a lack of understanding of terminology than any real perceived deficiency.

Table V, which is the staff trainer's perception of the communication abilities of the sampled workers, stands in marked contrast to the self-perceptions of the childcare workers. In general, a large discrepancy existed between how the workers tended to view their skills and how the staff trainer rated their skills.

A review of the daily "incident Report Log" for the time period between November 1 and November 15, 1986 revealed a succint pattern of behavioral incidents. The log entries indicated that sixty (60) "write-ups" or formal verbal reprimands for institutional rule violations were recorded against detainees. Further analysis revealed that fifty (50) of the sixty (60) incidents involved some type of "verbal altercation" or dysfunctional communciation pattern between the disciplined detainee and the Unit Supervisor.

The majority of "write-ups" appeared to cluster around the scheduled meal-times (7:00 a.m., 12:00 noon, and 4:30 p.m.) and at transitional times when children are moving from one activity area to another. It also appeared that waking children up from sleep, as well as preparing children for bed in the evening, were ripe times for discipline problems and poor communication experiences. In general, the evening hours were more difficult for staff and children

TABLE V

Results of Staff Trainer Observation and Evaluation

of Supervisors Communication Skills

| Skill Category | % of Ratings (N=20) | | |
|---|---|---|---|
| | Poor | Average | Good |
| Commitment to Listen | 10% | 80% | 10% |
| Does Not Interrupt Others | 28% | 50% | 22% |
| Observes Body Lanuage | 39% | 29% | 32% |
| Acknowledges Feelings of Others | 53% | 25% | 22% |
| Checks out Perceptions | 67% | 21% | 12% |
| Uses "I" Messages vs. "You" Messages | 66% | 26% | 08% |
| Frequent Use of Praise | 36% | 40% | 24% |
| Expresses Appreciation | 23% | 42% | 35% |
| Use of "How" or "What" Not Always "Why" Questions | 48% | 30% | 22% |
| Use of Negative Statements (eg threats) Toward Detainees | 46% | 19% | 35% |

than the morning hours which may be due in part to the fact that school occupied much of the day, while evening hours were less structured and contained more free time.

In summary, based upon the information obtained through direct testing, self-evaluation reports, and independent informant reports, as well as an analysis of the pattern of rule infraction, it appeared that ample evidence existed to support the assertion that poor communication skills were being employed by childcare workers at the juvenile detention center.

Analysis of the Problem:

In analyzing the probable causes for the communication between detainee and Unit Supervisors, the writer found three inter-related probable causes.

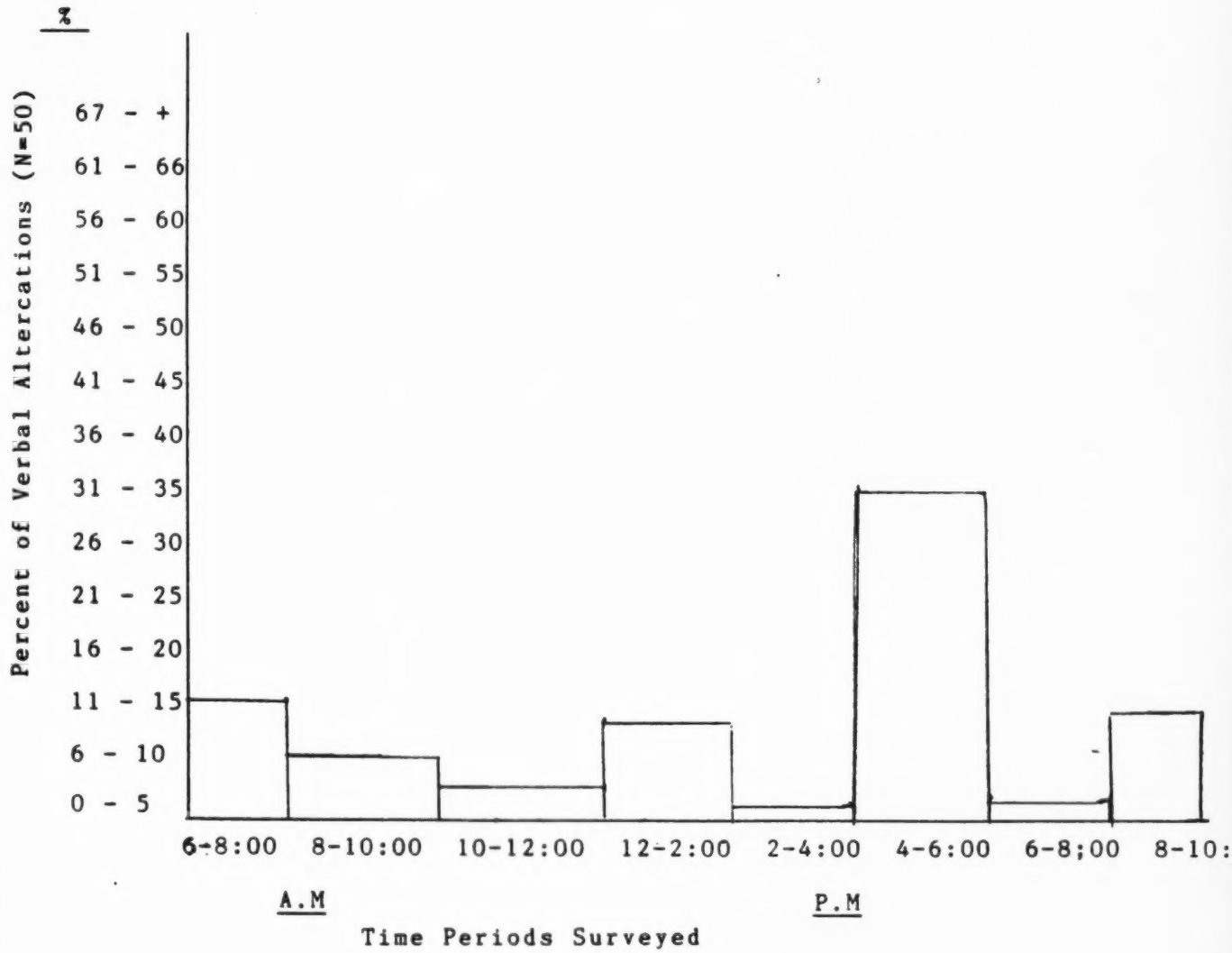
Poor Pay and Low Job Esteem for Childcare Workers:

The starting pay for newly hired childcare workers/Unit Supervisors at the juvenile detention center was slightly over $9,000 a year for full-time employment on the second and third shifts. This salary schedule was well below the $18,000 per year starting salary for other County employees in similar situations (i.e. County Jail Deputies). The vast majority of the childcare staff had only a high school education or a G.E.D. diploma. This background information held true despite the fact that the new employees were working in a high stress situation with dangerous and often hostile delinquent youth. Many of the youth were members of organized gangs and came from the same neighborhoods as the childcare staff. These neighborhoods taught a set of values that suggested that one gains respect only through the use of power tactics or control over other people and that only the strong survive. In many ways, the culture of the gang and the neighborhood ran counter to good communication skills training. Concerning oneself with

TABLE VI

Percentage of Verbal Altercations between Child Care Workers and Detainees at Various Time Periods During the Day

( 1 Nov. to 15 Nov. 86 )



the feelings of others was viewed as a sign of weakness and talking or "rapping" was done to show superiority and street smarts rather than to communicate feelings of acceptance or empathy. The low esteem attached to the childcare worker position was reflected not only in its low pay scale but also in its high turn-over rate. The high turn-over rate led to frequent retraining needs, instability and lack of consistency in rules enforcement, and a tendency for children not to become involved with staff who frequently left for better paying and less stressful jobs available in the community.

Inadequate Staffing Pattern:

Due to the high turn-over rate of personnel and low salary schedule, the facility found itself often inadequately staffed. The staff to child ratio within the larger units was generally between 1 to 25 and 1 to 30. This compared to the published standards of the American Correctional Association which recommended a 1 to 8 ratio and an even smaller ratio when dealing with more aggressive children. Staff shortages were most visable on the second shift (3:00 p.m. to 11:00 p.m.), a time when detainees were out of school and most physically active. This high activity level, decreased staffing ratio, and limited availability of structured programming frequently led to "acting-out" problems and verbal altercations between staff and children. Adding to this volatile mixture was the fact that the second shift was the least desirable shift to work on and contained the newest and least experienced childcare staff. Given the inadequate staffing pattern of the second shift, many childcare workers reported that they were forced to concentrate their efforts more upon "controlling the kids" than "taking to them".

Inadequate Staff Training:

The third factor related to the poor communication between Supervisor and child was the limited amount of training in interpersonal relationship skills

given to the childcare staff prior to their full assumption of duties. Typically, the childcare worker was hired "off the streets" with no previous training or childcare experience. A few were ex-offenders who brought to the job preconceived notions based upon their own prison experiences or the "neighborhood code" in which they were reared. The new employee was given a one-week orientation in which he was introduced to the center/court complex and the various departments and personnel comprising the complex. Typically, the newly hired worker would spend three (3) days in a unit with the staff trainer, followed by a five (5) day placement with a veteran childcare worker before being placed in charge of a unit.

Although one training day during the orientation period was allocated to an introduction of "Transactional Analysis", this training was not reviewed or reinforced once the Supervisor was placed on his own within a unit. Given the high turn-over rate and the constant need for units to be supervised, the limited training time available to the staff trainer had of necessity focused primarily upon procedures, discipline codes, and the administrative processing of necessary paper work.

Relationship of the Problem to the Literature:

During the last several decades, concern with effective communication practices within all types of organizations has increased markedly. Research findings tend to support the intuitively held position of most childcare practitioners that a positively perceived communication environment substantially contributes to overall organizational effectiveness, especially in relation to the variables of job satisfaction (Goldhaber et al., 1978, Jublin, 1979) and job performance (Jain, 1983, and Pincus, 1986).

Enhancement of self-esteem and improvement of social relationships have often been cited goals of many communication skill building programs. Canfield

and Wells' handbook, One-Hundred Ways to Enhance Self-Concept in the Classroom (1976), is probably the most cited source of exercises aimed at raising the self-esteem level of children. Most of the cited relationship building programs had emphasized communication skills training, many of which are prepackaged with a set curriculum often aimed at specific clientele (i.e. parents, teenagers, teachers, etc.). (Carkhuff, 1973, Dinkmeyer et al., 1980, Gordon, 1982).

A review of the reported literature conducted by Calsyn et al. found that when children were exposed to communication skill training programs, they generally did improve in their ability to relate to others but demonstrated only marginal differences or no differences between control and treatment groups in relation to self-concept enhancement (Calsyn et al., 1980).

Riceillo and Trenholm (1983), in a study pertaining to the use of supervisory power tactics with subordinates, stated that "one of the most important decisions a manager must make in organizations today is that of determining effective communication strategies to influence subordinates". If the above noted researchers were correct and if influence techniques and communication strategies could be systematically determined and applied, then the communication between supervisor and subordinate should become more effective which should in turn lead to reduced conflict and increases in pro-social or positive behavior on the part of delinquents at the detention center. Indeed, research by Richmond et al. (1984) indicated that when supervisors deferred in their use of power tactics in favor of "expert" and "self-esteem building approaches", strong positive relationships between supervisor and subordinate were obtained. These results appeared to be in line with previously published work by Richmond and McCroskey (1979) which suggested that whenever front line Supervisors practiced relationship building communication skills with subordinates, a modeling effect often occurred and subordinates began to "take on" the communication

style of their supervisors.

Despite the recognition that communication training programs tended to de-escalate power struggles and have a positive overall effect upon organizational management and job satisfaction, the field of corrections has been relatively slow to respond. The beginnings of communication training programs in corrections can be traced to the early 1940's at California's San Quentin Prison and the pioneering work of Dr. Norman Fenton (Bennett et al., 1978). Dr. Fenton introduced the concept of group counseling as opposed to group therapy. In the former, Dr. Fenton noted that "Not major personality change but rather the development of latent strengths in the offender through health and constructive human relations" was the state group counseling goal. (Fenton, 1974). While in the latter, major personality change was the stated goal.

Skill development groups, based upon the early models of Fenton, became the predominant mode of group counseling programs in corrections during the 1960's and 1970's (Whitley and Hosford, 1983). Those programs were based upon the assumption that delinquents failed in society due to insufficient skills training. The programs addressed many different types of skill deficit areas (i.e. how to search for a job, behave during a job interview, etc.) and were generally offered as a type of pre-release training. The goal of such skill training groups was to help the inmate or delinquent child apply those skills necessary for success in the community (Hosford and Mass, 1982).

Eventually certain skill development programs began to be tailored to helping inmates improve their overall communication skills. Assertiveness training, role playing, and other experiences were brought on board to help delinquents identify common occurrences within the institutional environment and anticipated situations, "on the streets", in which improved communication ability would be both desirable and advantageous (Whitley and Hosford, 1983).

One type of counseling approach with a heavy emphasis upon "communication skills" training was the client centered approach (Rodgers, 1962). In addition to its use by professional psychologists and correctional counselors, client centered approaches were also used by paraprofessional and correctional staff (Carkhuff, 1976). The Bureau of Prisons, for example used a communication program developed by Carkhuff for a 100 hour training program for the development of interpersonal relationship skills of prison guards, (Whitley and Hosford, 1983), while Carkhuff (1976) provided a detailed description of such a program in his discussion of a communication training program implemented at the Rhode Island Training School for Boys in the early 1970's. (Carkhuff, 1976)

In large measure, due to the relatively limited supply of professionally trained psychologists and social workers currently working in prison settings, correctional facilities have relied more and more on the efforts of front-line supervisors, such as guards and childcare workers, to meet the immediate needs of inmates. This also makes sense when one realizes that the further down the chain of command one goes, the greater amount of direct contact one has with chilren. As previously noted in the literature, the 1970's saw considerable interest in the training of line staff in basic fundamental communication skills. Examples include correctional guards being taught how to implement Carkhuff's "Helping Skills" (U.S. Bureau of Prisons, 1973) and incarcerated inmates and deliquents participating in peer training programs (Kerish, 1975).

A number of studies had focused on social skills training with convicted delinquents (Spence, 1979). For the most part, this research had been encouraging, showing that social skills training, and especially communication skills training, could be taught to young offenders. Susan Spence had reported a number of social skills training projects with young male offenders in England, and

her particular techniques were reported in a recommended manual for counselors (Spence, 1980). Spence and Marzillier (1979) found relative ease in teaching certain social skills like "eye-contact" to young offenders, but that some "listening skills" were more difficult to teach. Ollendick and Herson (1979) also reported a program teaching social skills to institutionalized male deliquents. Their program consisted of ten weekly sessions of instruction, feedback, modeling, social reinforcement, and graduated homework assignments. This training proved more effective than discussion and control groups on several measures.

In summary, both common sense and a review of the literature indicated that verbal and non-verbal responses made by direct childcare staff to their delinquent charges could affect the outcome of the communication process and hence the relationship between child and Supervisor.

# CHAPTER III

## ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

### Goals and Expectations

There were four goals to this practicum:

1. To teach "active listening skills" to the childcare staff at the detention center and to improve the overall accuracy of the staff's feedback responses by at least 25% over a three month time period.
2. To reduce by 25% the number of unnecessary disciplines resulting from poor communication skills between childcare workers and detainees.
3. To increase by 25% the average "good" communication skill rating score assigned by the staff trainer to various childcare workers over a three month time period.
4. To increase by 25% the average "good" communication skill rating score self-assigned by various childcare workers in relation to their own communication abilities over a three month period of time.

### Behavior Expected:

It was expected that once the solution strategy was implemented, the active listening skills of the childcare staff would improve by an overall 25% increase in feedback accuracy; that a 25% reduction in unnecessary disciplines resulting from verbal altercations between staff and children would occur; and that there would be a 25% increase in the overall communication abilities of childcare staff as rated by the staff trainer and by self-report.

Mechanism for Recording Unexpected Events:

The writer kept a journal throughout the implementation period to record any unexpected events which might alter the practicum process or affect its end result.

Measurement of Objectives:

The writer employed a variety of measures including pre- and post-testing of active listening skills, self-rating reports, and supervisor rating scales, and a review of routine discipline reports to measure the impact of the intervention procedures.

As noted in Chapter II of this report, the listening skills of the childcare staff had been measured for baseline purposes through the administration of the Jones-Mohr Listening Test Form "A". (See Appendix A) This instrument utilizes a parallel Form "B", which allows for pre- and post-assessment following training. The instrument consists of a taped recording of various professional actors delivering an emotion laden statement or question. The childcare worker listens to the message and then decodes its emotional meaning by choosing one of four (4) possible interpretations from a pre-printed list. The "test" was designed for communication skill training programs. Although norms were available for the Jones-Mohr Test, it was used in this practicum experience primarily as a criterion referenced instrument to measure overall progress in active listening following program implementation.

In order to measure other components of the communication process, the writer had devised a five point Likert-type Scale assessing ten (10) essential components of the communication process. The instrument entitled "A Communication Skills Checklist" was independently completed by the individual childcare worker as a form of self-assessment and also completed by

the agency staff trainer as a form of more objective or "outside" assessment. (See Appendix B)

In addition, the Childcare Monthly Report of Major Disciplinary Action was reviewed over a period of three months. Both the amount of recorded disciplinary action and the type of rule infraction was compared with pre-implementation data to note any changes which occurred as the result of the practicum process.

Description of Plans for Analyzing Results:

All collected data were analyzed on a pre- and post-format. Positive or negative deviation from the pre-implementation baselines was assumed attributable to the practicum intervention strategy unless specifically attributed to other causes. Although statistical means were computed and compared, formal tests of statistical significance were not applied. Instead, percentage comparisons were used to determine success or failure with a 25% deviation in either direction chosen as the preselected criterion for meaningful change.

# CHAPTER IV

# SOLUTION STRATEGY

## Discussion and Evaluation of Possible Solution

Prior to developing a solution strategy, the writer reviewed printed literature compiled by the American Correctional Association pertaining to the handling of disruptive behaviors at other detention centers within the United States. None of the centers surveyed had implemented a formal communications training program to deal with disruptive behavior. Instead, they tended to rely on various forms of "behavior modification" programs usually centered around a token economy where detainees earned points for "good" or "appropriate" behaviors and lost points (and purchasing power) for "bad" or "inappropriate" verbal and physical behavior. (See Appendix D)

A program similar to many of those described in the American Correctional Association monographs was previously implemented at the practicum site approximately five years ago. Records of that program are quite sketchy and the program is now disbanded. Reportedly, the behavior modification program required a great deal of administrative paperwork and was not judged to be particularly effective in decreasing disruptive behavior, improving communication between staff and detainees, or improving the morale of either the childcare worker or detainee.

The writer then looked at current practice within the center to ascertain what areas might be suitable for expansion of training or an increased training emphasis. Currently each new staff member received a two (2) week orientation prior to being placed in charge of a unit. The first week of orientation training attempted to teach the childcare worker

about all the departments located within the court/center complex in attempts to familiarize the worker with Juvenile Court procedures.

During the second week of training, the "new hire" received one (1) session of transactional analysis training and theory. This session lasted approximately one hour. The orientation training was then supplemented by crises intervention training which described the proper use and employment of mechanical restraints and various ways to disarm and transport acting-out detainees. The childcare workers were also given instruction and familiarization with the discipline code before observing the operation of other detention units. Prior to taking charge of a unit, the trainee spent the last three days "running a unit" under the tutelage of the staff trainer.

Description and Justification for Solution Strategy Selected:

It became increasingly obvious from a review of past practices (i.e. failed behavior modification program), current training procedures, and a review of the literature that the least intrusive and the one most likely to bring about the highest impact for change within the detention center would be a strategy based upon enhancement of childcare worker communication skills. The necessity for training along those lines was already implicit in the transactional analysis overview incorporated into the new employee orientation program. As early as 1968, the professional literature reported data from a study by Ivey, Mormington, Miller, Morrell and House which strongly suggested that such communication skills as "attending behaviors", "reflection of feeling", and "summarization of feeling" could be easily taught to counselors and "non-professionals" within a very short period of time. (See Appendix D) Given the limited implementation period of the initial practicum process, coupled with the limited power base of the writer and the political realities of the Juvenile

Detention Center setting, it appeared that expansion of the communication program already initiated by the staff trainer through the use of transactional analysis (T.A.) was the solution strategy most likely to be approved and to succeed in the setting chosen for the practicum.

Implementation Plan:

The particular training program offered by the writer consisted of the following content areas or training modules.

Module #1: Content: Lecture on recognizing personal limits of acceptance and unacceptance of detainee behavior and initial work with recognizing and identifying problem ownership. Understanding behavior and misbehavior of children ("The Goals of Misbehavior"). Tape demonstration of dialogue illustrating goals of misbehavior. Guidelines for redirecting misbehavior. Skill building exercises. Homework assignments.

Module #2: Content: Review of Homework Assignments. Lecture on methods to redirct "negative emotions. Introduction of "Acting Listening" techniques (discussion, tape recordings, and role playing exercises). Small group exercise (use of dyads and triads). Practice of "attending behaviors" and utilization of "listening Exercise Rating Sheet". Practice of "paraphrasing" and use of open-ended questions and summarization skills. Homework assignment.

Module 3: Content: How to Modify Behavior that is Unacceptable to Childcare Worker (the use of "I" messages, logical and natural consequences). Listening to pre-recorded examples of "I" messages and the use of natural and logical consequences. Discussion of taped examples. Skill building practice session (small group exercise). Discussion of previous homework assignment and new homework assignment.

Module #4: Content: Review of Homework Assignment. Discussion of "Ego Defense Mechanisms" filmstrip demonstration of ego defenses. Exercise in identifying ego defenses. Exploring behavioral alternatives with detainees. Discussion of various communication styles and the effects of each style upon supervised children. Homework assignments.

Module #5: Content: Non-Verbal Communication. Lesson on modification of environment to reduce unacceptable behaviors. Overview of Basic Behavior Management Techniques. Integrating Behavior Modification into your style of communication. Guidelines on resolving "conflicts of needs". Methods I, II and III. Homework Assignments.

Module #6: Content: Session on Anger Control Techniques. Discussion of common "irrational beliefs". Practical techniques for decreasing the number of rule violations in a detention unit. Handling special communication problems: The Griper, The Child Who Talks Back, The Apathetic or Non-Compliant Child, The Procrastinator, The Rumor Spreader, and The Rude Child. Overview and Review of Basic Transactional Analysis Principles.

Module #7: Content: Wrap-Up, Review, and Feedback from Childcare Staff.

All training sessions were held on the second work shift (3:00-11:00 p.m.) since this shift was identified as the shift most in need of training. The childcare staff that comprised the second shift consisted of fifteen black male and five black female employees. The writer was white. The average formal educational attainment level for the staff was the tenth grade although many of the staff members were in the process of completing their General Education Development (G.E.D.) diploma. At least five childcare workers had previously "served time" as either adult or juvenile offenders, while the writer had previous employment experience as a prison psychologist.

The project initiation date was January 25, 1987. The following calendar of activities and Module training sessions were carried out:

January 25, 1987 - Program orientation and overview presented to Childcare workers on second shift. Begin journal keeping.

January 28, 1987 - Conclude Module #1, content area.

February 4, 1987 - Introduction of Module #2.

February 7, 1987 - Conclusion of Module #2.

February 11, 1987 - Introduction of training Module #3.

February 18, 1987 - Module #3 continued.

February 25, 1987 - Conclusion of Module #3.

March 4, 1987 - Introduction of training Module #4.

March 11, 1987 - Conclusion of Module #4.

March 18, 1987 - Introduction of Module #5.

March 25, 1987 - Continuation of Module #5.

April 1, 1987 - Conclusion of Module #5.

April 8, 1987 - Introduction of Module #6.

April 15, 1987 - Continuation of Module #6.

April 22, 1987 - Conclusion of Module #6.

April 25, 1987 - Module #7 and commencement of post-training collection of statistics, and solicitation of feedback from the participants.

# CHAPTER V

## RESULTS, CONCLUSIONS AND RECOMMENDATIONS

It was felt that intensive communication skill training given to child-care workers within a juvenile detention center would not only improve the workers' ability to communicate with children but would also lead to a decrease in the number of verbal altercations occurring between worker and child, as reflected within written disciplinary action reports.

Results:

During the three month implementation phase of the Practicum, twenty childcare workers participated in the communication skills training program. All twenty workers were assigned to the second shift. However, not all sessions were attended by the selective staff members due to shift rotations, vacation schedule, and the security needs of the institution at the time of the scheduled training. In addition, a number of nursing personnel asked permission to attend the sessions. This permission was granted. The reported results do not include input from the nursing staff.

In reviweing the pre- and post-test results of the Jones-Mohr Listening Test, it appears that staff improved their overall ability to decode verbally presented messages. On the pre-test, 50% of the group's active listening skills fell into the "poor" category while at the conclusion of training, only 15% (three workers) scored within this category. Lesser gains were noted for those workers initially placed within the "fair" category where 40% of the group scored prior to formal training and 50% scored at the conclusion of training. However, the greatest gains in active listening skills were noted within the "good" category. Prior to training, only 10% of the childcare workers obtained scores within this skill category while following training, 45% of the participants obtained such scores. Judging

TABLE V11

RESULTS OF JONES MOYER LISTENING TEST

FORM " B" POST-TEST

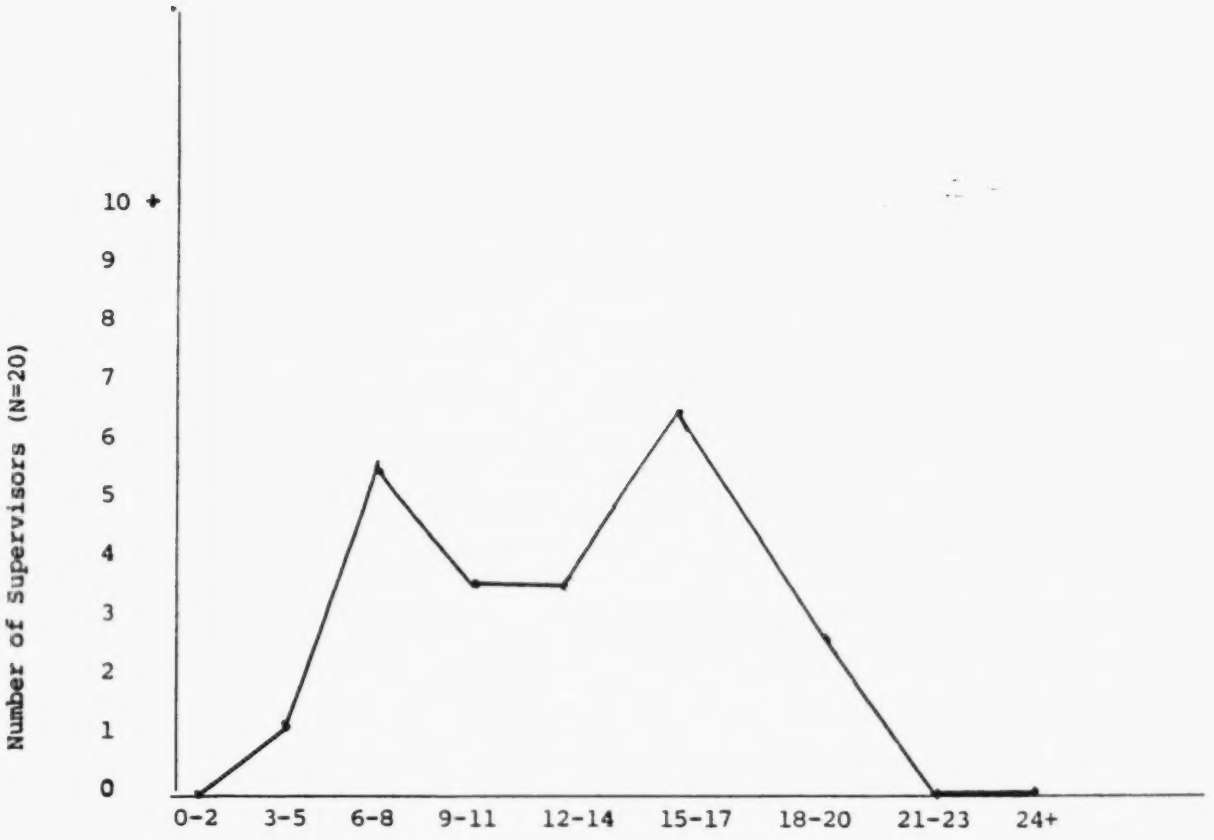


TABLE V111

EVALUATIVE RATING OF JONES MOYER POST-TEST

| Rating Category | RAW SCORE RANGE | # Indiv. | % of Sample |
|---|---|---|---|
| Excellent | 23-30 | 0 | 0 |
| Good | 15-22 | 7 | 35 |
| Fair | 7-14 | 10 | 50 |
| Poor | 0-6 | 3 | 15 |

TABLE 1X

SKILL CLASSIFICATION OF CHILD CARE WORKERS AFTER TRAINING

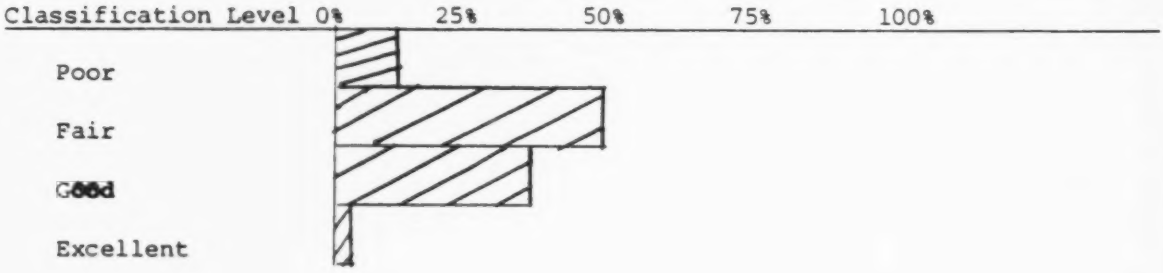


TABLE X

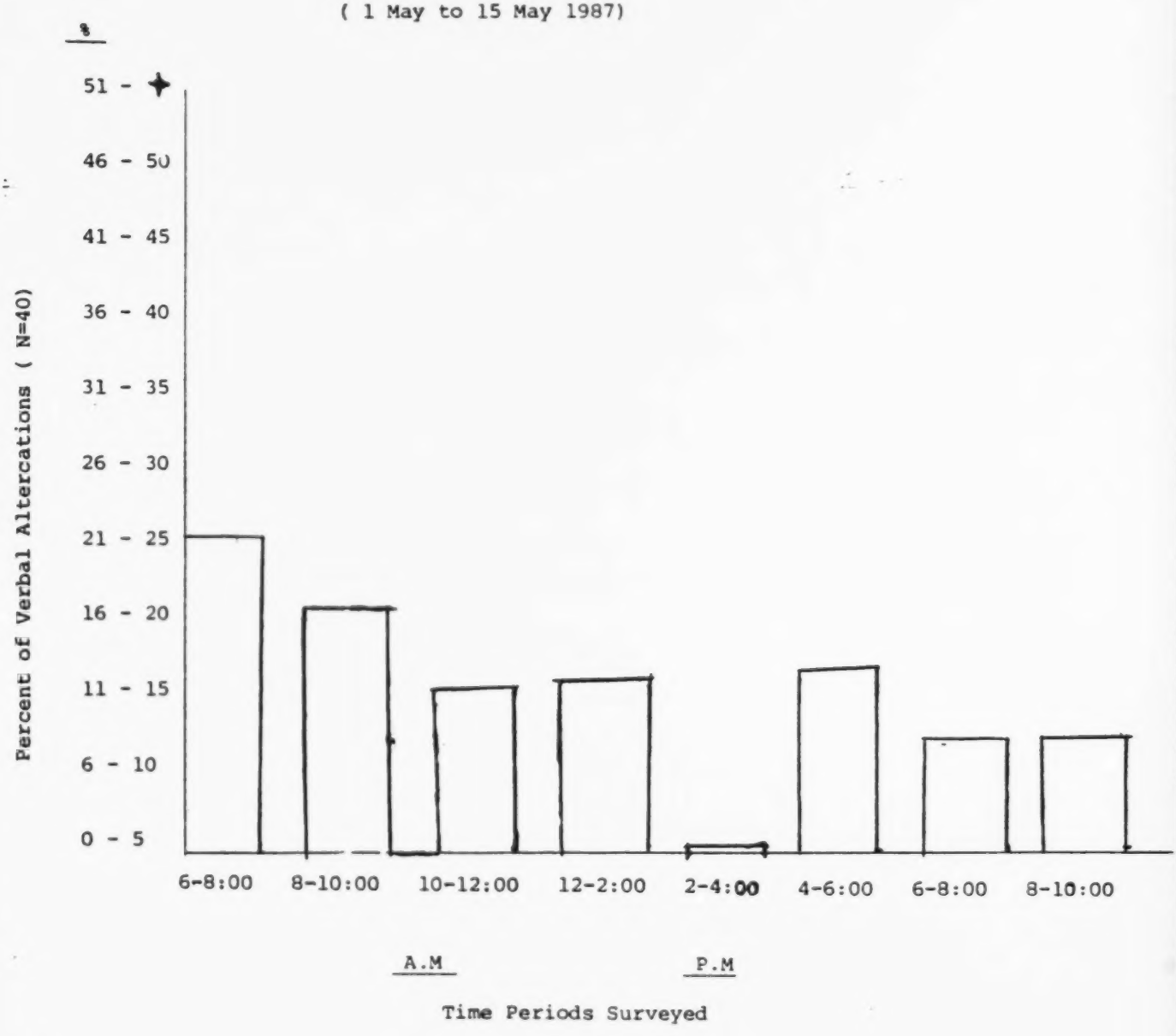
Results of Agency Staff Trainers Post Practicum Evaluation of Child Care Workers Communication Skills

| Skill Category | % of Ratings (N=20) | | |
|---|---|---|---|
| | Poor | Average | Good |
| Commitment to Listen | 7 | 82 | 11 |
| Does Not Interrupt Others | 15 | 58 | 27 |
| Observes Body Language | 22 | 30 | 48 |
| Acknowleges Feelings of Others | 37 | 26 | 37 |
| Checks Out Perceptions | 62 | 18 | 20 |
| Uses "I" Messages vs. "You" Messages | 52 | 24 | 24 |
| Frequent Use of Praise | 31 | 42 | 27 |
| Expresses Appreciation | 19 | 37 | 44 |
| Uses "open ended" vs. "Closed" questions | 32 | 36 | 32 |
| Use of Negative Statements (Threats) | 48 | 22 | 30 |

TABLE X1

Percentage of Verbal Altercations between Child Care Workers and Detainees at Various Time Periods During the Day

( 1 May to 15 May 1987)



from pre- and post-test results, it appears that the criterion goal of a 25% overall improvement in the training group's "active listening skills" was met.

The second behavioral objective, a 25% reduction in unnecessary discipline reports resulting from verbal altercations between staff and children, proved more nebulous and less clear-cut following the analysis of training results. This was due in part to the writer's use of the term "unnecessary" which became rather subjective as the data were collected. The writer does note that the overall number of discipline reports in the two week "post-training count" was down from the fifty reports noted during the pre-training observation period. This would suggest a decrease of approximately 20% which did not meet criterion but appears to be falling in the right direction. It was further noted that there did appear to be a decrease in the number of altercations reported between the hours of 4:00 and 10:00 p.m. which was the work time for the second shift which represented a large majority of those workers who received training in communication skills. However, the number of cases reported in the short brevity of the observation periods would indicate caution in attributing the decrease in verbal altercations directly to the Communication Skills Training Program.

The third and final behavioral objective was that the childcare staff would experience a 25% increase in overall communication skills as rated by their staff trainer and by self-report. The self-reported data were not obtaind due to scheduling conflicts. However, a comparison of Supervisors' ratings obtained prior to training and following the completion of training was obtained. None of the skills demonstrated 25% gain in skill level as expected prior to the implementation of the training program. The overall skill gain of 17% also falls short of prediction. It should be noted that rated skill categories did reflect some positive gains with the greatest

gain occurring in the workers' ability to refrain from "prematurely interrupting children" which reflects a 23% improvement level. In addition, the childcare workers' ability to "attend to non-verbal behaviors" demonstrates a 17% improvement, their ability to "ask open-ended questions" suggests a 16% improvement, and their overall use of "I messages" reflects a 14% improvement.

Conclusions:

Based upon the presented data, it would appear that the attempt to improve the communication skills of direct line childcare workers was at least partially successful. The goal of a 25% improvement in the specific skill area of active listening was reached. The 17% improvement in overall communication skills, coupled with a 20% decrease in recorded verbal altercations between childcare staff and detainees, suggests a move in the right direction towards future goal attainment if the program is continued in the months ahead.

It appears from the limited data obtained from the three month implementation period that the teaching of communication skills to the childcare staff is a feasible program for lessening verbal altercations between direct line staff and supervised children. Informal reports from participants suggested that they feel more confident in their abilities to talk to children without relying exclusively on "force" or "coercive" methods in their day-to-day interaction with the detainees. A second benefit appears to be an increase in the level of self-esteem of the participants who frequently reported throughout the training sessions feeling "better equipped" to handle the stresses and tensions inherent in their line of work.

Recommendations:

1. The communication skills training program should continue for a nine month time period to observe if the noted positive trends in skill improvement continue over a period of time.
2. Periodic "refresher" courses in communication skills training should be instituted to avoid direct line staff "falling back" into old patterns of communication.
3. A parallel course of instruction, shortened in content and adjusted for cognitive level, should be taught to detainees during the period of incarceration.
4. All future training should take into account the scheduling difficulties inherent within shift work in a custodial setting. The scheduling difficulties suggest the need for more frequent review and a restructuring of the amount of content and skill practice that is feasible when working in a detention center and under time constraints of a three month time period.

Dissemination:

In order to incorporate the "Communication Skills" program into the detention center's ongoing training schedule, the agency staff trainer attended all sessions and was given a packet of materials including module outlines, hand-outs, references and homework assignments. A copy of the completed Practicum will be forwarded to a personal friend of the writer who is a program planner for the American Correctional Association and whose particular interest is in programs for juvenile detention centers.

The writer was invited by both the childcare and nursing staffs at the agency which served as host for the practicum to present additional training

in the summer months on the topics of "anger control" and "conflict resolution". These future training sessions will build upon the foundation skills taught during the practicum implementation.

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APPENDICES

## APPENDIX A

## THE JONES-MOHR LISTENING TEST: Fm A

# THE JONES-MOHR LISTENING TEST: FORM A



*Directions:* There are thirty items in this form of the test. A statement is read aloud twice on the tape, each time with the same intended meaning. Below each statement on the test form are four phrases. You will have ten seconds to mark the phrase that represents the intended meaning of the statement. Circle the letter to the left of the phrase you select. Do you have any questions?

1. ***Let's go see him again.***
   A. I just can't wait.
   B. I'd like to get something from him.
   C. I never want to see him again.
   D. I really enjoy seeing him.

2. ***Ah, I just can't seem to get involved.***
   A. I wish I were different.
   B. I don't want to get involved.
   C. . . . but I want to get involved.
   D. I'm really kind of bored.

3. ***Gee! It's good to see you again.***
   A. I really don't enjoy this.
   B. I'm happy to see you.
   C. I like you.
   D. It's about time . . .

4. ***It's nice to be together again.***
   A. I've missed you so much.
   B. It makes me feel at peace.
   C. . . . but I liked it better without you.
   D. I'm glad you're home.

5. ***Yeah, I can really get off on that idea.***
   A. I like it, but I'm confused.
   B. I'm just as neat as you.
   C. I don't want to do it.
   D. That inspires me.

6. ***She makes me jittery.***
   A. I wish she liked me more.
   B. . . . but I'm always that way.
   C. I don't like her.
   D. I'm nervous around her.

7. ***I could have crawled into a hole.***
   A. I felt so ashamed.
   B. He made me so mad at him.
   C. It really didn't bother me.
   D. I was really embarrassed.

8. ***I'll talk to you again tomorrow.***
   A. I sure hope not.
   B. I'm too sad to talk now.
   C. (Simple statement.)
   D. I'd like to get rid of you.

9. ***You're really a fine person.***
   A. I feel I have to say this.
   B. Too fine, in fact.
   C. So why not do something for me?
   D. I admire you.

10. ***I'm sure I can handle it.***
    A. Don't bother me.
    B. I'm quite confident of that.
    C. I have a few doubts.
    D. . . . but you can't.

11. ***And I hope I never see you again.***
    A. You can't treat me that way. I'm insulted.
    B. Please come back.
    C. You've hurt me.
    D. You've made me angry.

12. ***I can't get up for any more studying.***
    A. I can't stand any more.
    B. I'm becoming apathetic toward it.
    C. . . . unless I have to.
    D. I hate to study.

13. ***I'd rather not see her.***
    A. You understand, don't you?
    B. Can't she keep away from me?
    C. She disgusts me.
    D. I'm just too good for her.

14. ***I'm going to stick this thing out until it's over.***
    A. I'm determined not to quit.
    B. I've just got to finish.
    C. . . . even though it may kill me.
    D. Nobody calls me a quitter.

15. ***You're so fun to be with.***
    A. You're crazy.
    B. I'm happy when I'm around you.
    C. . . . but I'm no fun.
    D. I can't stand you.

16. ***I can't smile or laugh.***
    A. . . . so just leave me alone.
    B. I'm confused.
    C. I feel stagnant.
    D. I feel really sad.

17. ***I'm real glad you're here.***
    A. I'm angry because it took you so long.
    B. I'm surprised to see you.
    C. . . . so when are you going to leave?
    D. It's a relief to see you.

18. ***I didn't think it would end.***
    A. It made me nervous.
    B. I knew it was temporary.
    C. I regret its ending.
    D. I was surprised when it ended.

19. ***You're becoming very important to me.***
    A. She's not important anymore.
    B. I'm frustrated that the time goes so fast when we're together.
    C. I love you very much.
    D. I'm jealous of him.

20. ***I've been waiting for two hours.***
    A. I've been afraid to be alone.
    B. I was worried about you.
    C. How long have you waited?
    D. I'm really impatient with you.

21. ***It's important for me to be close to him.***
    A. That way I get what I want.
    B. . . . but I'd rather be close to you.
    C. I love him.
    D. I can't survive without him.

22. ***It was quiet and still, then she walked in.***
    A. I hate her.
    B. Everyone respected and admired her.
    C. We were all very afraid.
    D. I was afraid of what she might do.

23. ***I'm ready for anything Dad might ask.***
    A. I'll do whatever he says.
    B. I'm confident I can handle it.
    C. He threatens me.
    D. . . . and I'll get back at him.

24. ***I wish you wouldn't have pointed me out.***
    A. Thank you for pointing me out.
    B. You've got a lot of gall.
    C. Why don't you mind your own business.
    D. You embarrassed me.

25. ***Nothing has gone right today.***
    A. I'm feeling depressed.
    B. . . . but I'm looking forward to tomorrow.
    C. . . . and it's your fault.
    D. I'm really confused.

26. ***I think we'd better stop working together.***
    A. I'm too tired today.
    B. I'm getting irritated with you.
    C. . . . and start playing.
    D. I'd rather work with someone else.

27. ***I'm very excited for you.***
    A. . . . but not all that excited.
    B. You upset me with all your excitement.
    C. Your mother is not.
    D. I'm happy for you.

28. ***She doesn't have any time for me.***
    A. I'm better than her.
    B. I feel guilty for being so selfish.
    C. I'm jealous because she spends all her time with him.
    D. I feel sorry for myself.

29. ***Would you please sit still?***
    A. . . . you're making me nervous.
    B. I'm getting impatient with you.
    C. I'm frustrated and need you to sit still.
    D. . . . don't you dare move.

30. ***I thought I'd done well.***
    A. I'm mad that you don't agree.
    B. I feel good.
    C. I'm very upset.
    D. I'm surprised that I didn't do well.

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NUMBER CORRECT ____

FORM A

Name _____

Group _____

Date _____

# The Jones-Mohr Listening Test

**John E. Jones**
**Lawrence Mohr**

A Tape-Assisted Learning Program UNIVERSITY ASSOCIATES

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# APPENDIX B

## EVALUATION OF COMMUNICATION

## SKILLS CHECKLIST

Instructions: Use the following score sheet to evaluate your effectiveness as a communicator. For each skill, grade yourself by marking a check in the box which reflects your level of current skill in each catagory.

| | Poor 1 | 2 | 3 | 4 | Goo 5 |
|---|---|---|---|---|---|
| Commitment to Listen to others | | | | | |
| Does Not Interrupt others | | | | | |
| Observant of Body Language | | | | | |
| Acknowleges Feelings of others | | | | | |
| Checks out Perceptions before acting on them. | | | | | |
| Uses "I" Messages vs."You" Messages with detainees | | | | | |
| Frequently Praises Detainees | | | | | |
| Verbally Expresses Appreciation | | | | | |
| Use of "How" and "What", not stricly "Why" Questions | | | | | |
| Limited use of Negative Statements when on Duty. (e.g."threats) | | | | | |

# APPENDIX C

## CHILD CARE MONTHLY REPORT
## OF MAJOR DISCIPLINARY ACTION

Month_____ Average Daily Population_____

Securities Given | Maximum Security Program | Jail Transfers

1 day _____

2 day _____

3 day_____

Total_____

Securities Given by Code/Category | Securities by Unit

| Code | Category | Total# | Unit | Total # |
|---|---|---|---|---|
| 1-A | Assault Against Peer | | | |
| 1-B | Assault Against Staff | | | |
| 2 | Contraband | | | |
| 3-A | Planned Escape | | | |
| 3-B | Attempted Escape | | | |
| 3-C | Successful Escape | | | |
| 4-A | General Fighting | | | |
| 5-A | Insubordination | | | |
| 5-C | Refusal of Room | | | |
| 6-A | Intimidation | | | |
| 6-B | Threats to Staff | | | |
| 10-B | Sexual Acts | | | |
| 10-C | Sexual Assaults | | | |

Detainee Injuries_____

Childcare Staff Injuries_____

Comments:

# APPENDIX D

## Other Detention Center Programs

American Correctional Association, National Juvenile Detention Resource Center: Berrian County Juvenile Center. U.S. Department of Justice, 1986.

This behavior management program was titled a "Counseling Economy" and appeared to be primarily a peer relationship program which awarded positive feedback ad recognition for performance and achievement through a complicated merit system. Detainees were awarded merits which then provided access to certain recreation facilities and program activities.

American Correctional Association, National Juvenile Detention Resource Center: Southwest Florida Junevile Detention Center. U.S. Department of Justice, 1986.

This detention center used a behavioral management "point" system in which detainees were able to earn points for participation in the program and for appropriate behaviors. Points were then used to purchase activities.

Ivy, Allen E.; Normington, Chery, J.; Miller, Dean C.; Morrill, Weston H.; and House, Richard F. (1968) "Micro-Counseling and Attending Behavior: An Approach to Practicum Counselor Training". Journal of Counseling Psychology, 15, 1148-1160.

This article led to some general conclusions as to the feasibility of inter-personal skills training and a direct teaching of communication skills to a group of paraprofessionals. First, the teaching of such skills as attending behavior, reflection of feeling, and summarization skills can be taught within a very short period of time. Secondly, it appears that training given to the paraprofessional overrides the importance of most pre-selection variables so that it could be assumed that child care workers would benefit from such a training program.